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ABSTRACT

A study was conducted to determine the extent to which certain generalizations concerning vocational students as a whole apply to women vocational students. It compared women vocational students with those in other curricula (academic, general, and commercial) with respect to their future plans, aspirations, occupational status, and socioeconomic influences. The data utilized in this study were collected as part of the National Longitudinal Surveys of Labor Market Experience, which was conducted from 1966 to 1975. For the purposes of this study only those young women who were not enrolled in school in 1968 were included in the analyses. Results of the analyses indicated that young women in vocational curricula differed in many aspects from young women in other curricula and differed from vocational students in general (including men). They were not as likely as their non-vocational counterparts to seek or obtain other vocational training subsequent to their high school training, nor did they appear to obtain the same kinds of jobs within a few years after graduation. (JH)

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Women Vocational Students Plans, Aspirations, and Socioeconomic Indicators*

by
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Introduction

Recently, there has been much debate about the value of vocational education, both for its students and for society in general. Advocates have asserted that it not only contributes to individual personal development and stimulates the American economy, but it also assists special target groups within the population, who might not otherwise be adequately served by non-vocational curricula (Bottoms, 1978). Critics, on the other hand, claim that such benefits are dubious, at best (Stern, 1977).

Vocational Education researchers have attempted to describe the type of student which vocational education serves and identify advantages that those students may have because of their vocational training. Aside from small-scale studies which have been conducted at the local and state level which preclude broad generalization, national studies have been performed which have taken nation-wide probability samples and have incorporated numerous background and aptitude as well as education and job-related variables. However, research results have often times been ambiguous or contradictory. One review of research findings concerning the benefits of vocational education concludes that "vocational graduates are doing as well as, and often better than, graduates of other curricula" (Sparks, 1977). A

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recent federal report, however, asserts that "Vocational education does not do any harm . . . (but) that vocational education overall creates no labor market advantages for its graduates" (Stern, 1977). This report characterizes vocational students as being equally likely as their non-vocational counterparts to seek or obtain other vocational training subsequent to their high school training; to be satisfied with their jobs; to obtain the same kinds of jobs within three years after graduation.

Because of increasing attention given to women's equity and women's problems, this study was undertaken to determine which relationships among the above variables hold for young women.

Grasso (1978) reported on the effects of school curriculum on young women in a similar study in 1978. Sandell and Shapiro (1978) examined labor market expectations of young women. Their thesis concerned directly the impact that labor market expectations have on salary and human capital accumulation. These two studies have direct relationship to the one reported herein. Related studies were conducted by Mott and Shaw (1978), Grasso (1976), Andrisani (1977), and Grasso (1975).

In addition, because of the importance of socioeconomic status as a background influence and the centrality of this issue in current debates, special focus will be placed upon variables believed to be indicative of socioeconomic level and the implications of the interrelationships of those indicators.

Purpose

This study was undertaken to determine the extent to which certain generalizations concerning vocational students as a whole apply to the woman vocational student. It compares women vocational students with those in other curricula, namely academic, general, and commercial, in

an attempt to elicit differences among them with respect to their future plans, aspirations, occupational status, and socioeconomic influences.

Methodology

The Data Base and Sample

The data analyzed in this study were collected in the National Longitudianal Surveys (NLS) of Labor Market Experience, conducted by the Ohio State University, Center for Human Resource Research, and the Bureau of the Census, under the auspices of the U.S. Department of Labor Employment and Training Administration. Four cohorts were selected to be surveyed based upon their more or less unique circumstances in the labor market which pose special problems for policy making. The cohorts were: (1) older men, aged 45-59, (2) women, aged 30-44, (3) young men, 14-24, and (4) young women, 14-24 years of age. A national probability sample of approximately 5,000 individuals was selected to represent each cohort. Individuals in all cohorts were interviewed annually at selected times between 1966 and 1975. (NLS Handbook, 1973).

The present study utilized data collected on the young women, a sample of 5,159 cases, who were interviewed annually from 1968 through 1973. For the purposes of this study, only those young women who were not enrolled in school in 1968 were included in the analyses.

Variables of Interest

Since the National Longitudinal Surveys were designed to analyze labor market behavior and experiences of the selected cohorts, information was collected on a number of variables that either are representative of certain aspects of labor market activity and status or have been hypothesized to relate to those circumstances (NLS Handbook, 1973). Thus, variables which reflect employment/unemployment experiences, socioeconomic influences,

environmental circumstances, and personal/family factors are included in the data base. The following variables were chosen from the NLS interview schedule and codebook to be used in the present study:

Type of Curriculum. In the initial year of the survey of young women (1968), respondents were asked to identify the type of curriculum they had taken in their most recently attended high school. Responses were classified into four major curricular programs:

(a) vocational

(b) commercial

(c) college preparatory (academic)

(d) general

Socioeconomic Indicators. A number of variables have been hypothesized and/or empirically demonstrated to relate to socioeconomic status. This analysis utilized three which seem particularly relevant to the issue and population under study. Mother's Educational Attainment was measured by respondents' report (1968) of the highest grade completed by their mother. For purposes of cross classification, responses were recoded into four categories:

(a) less than ninth-grade education

(b) some high school

(c) high school graduate

(d) some post secondary education

A composite index was constructed to measure the Availability of Reading Materials to the respondent when she was 14. The index was the sum of yes-no responses to three separate questions asking whether magazines, newspapers, or a library card were available in her home at age 14. Respondents were categorized on the composite index if they had:

(a) none of the sources available

(b) at least one source

(c) two of the three

(d) all of the above sources in the home at age 14.

Occupational Status of Current or Last Job. Each year of the surveys, respondents were asked the occupation of their current or last job and their responses were categorized into a one-digit occupational scale. Because of small sample size in some of the categories selected, adjacent columns were collapsed, but the order of the scale was maintained. Thus, the following occupational categories were used in this analysis:

(a) professional, technical, managerial, officials or proprietors and kindred

(b) clerical and kindred

(c) sales workers

(d) craftswomen, foreman, operatives and kindred

(e) private household workers

(f) service workers, except (e)

(g) other, including laborer's and armed forces

This measure was taken every year between 1968 and 1973, but for the purposes of this analysis, only individuals who reported their occupations in 1968 were included in analyses for subsequent years.

Education, Training, and Experience. Educational attainment was determined by the respondents' self-report of the highest grade they had completed as of 1968. For purposes of cross-tabulation, responses were categorized as:

(a) less than ninth grade

(b) some high school

(c) high school graduate

(d) some post secondary education

(e) college graduate or some post college education

In order to assess differences between high school dropouts and those who had completed at least a high school education, this variable was dichotomized for certain analyses.

Interviewees were asked in 1968 whether or not they had taken any vocational training other than on-the-job. Responses were dichotomously scored. Also, responses to the question asked in 1968 as to whether or not they had participated in extra-curricular activities in their last year in high school were used as an indication of respondents' depth of involvement in their high school experience. The measure was scored dichotomously.

Plans and Aspirations. The young women were asked in 1968 if they desired additional education. These responses were scored dichotomously and used as an indicator of their further educational aspirations.

Another indication of what these young women anticipated in the future was their response to the question, asked in 1968, regarding what they planned to be doing at age 35. Responses were catergorized as follows, if the respondent planned to:

(a) work, at a different job

(b) work, at the same job

(c) get married, keep house, raise a family

(d) other, (unspecified)

(e) didn't know

Data Analysis

To examine the relationship between type of high school curriculum and the demographic and personal variables just outlined, contingency table

analyses and related measures of association were employed. Type of curriculum was crosstabulated with:

(1) availability of information

(2) mother's educational attainment

(3) educational attainment of the respondent (1968)

(4) participation in extracurricular activities (1968)

(5) other vocational training (1968)

(6) further educational aspirations (1968)

(7) plans for age 35 (1968)

(8) occupational status of current or last job (1968, 1969, 1970, 1971, 1972, 1973)

In addition to the chi-square statistic to test for independence between the variables, appropriate measures of association, such as Cramers V, or coefficient eta, were also computed to assess the strength of the relationship.

Results

Socioeconomic indicators

Vocational students in general have been classified as having lower socioeconomic backgrounds than their peers (Grasso 1978). The young women in this study were analyzed by curriculum choice and two indicators of socioeconomic status, namely, availability of information in the home at age 14, and mother's educational level.

Information availability. Tables 1, 2, and 3 provide the results of the availability of information analysis. Table 1 reports all students in the sample, while tables 2 and 3 provide a breakdown for those who had completed high school and those who had not completed high school respectively. (NOTE: Column percents in tables do not add because cells contain row percents.)

Table 1

CROSSTABULATION OF TYPE OF CURRICULUM BY
INFORMATION AVAILABLE
(NEWSPAPERS, MAGAZINES, OR LIBRARY CARD)
AT AGE 14

	No Information Available	One Source out of Three Available	Two sources out of Three Available	Three Sources out of Three Available	
Vocational	13.8% (8)	17.2% (10)	34.5% (20)	34.5% (20)	100.0% (58)
Commercial	2.6% (15)	13.1% (75)	36.6% (209)	47.6% (272)	100.0% (571)
College Prep	1.5% (8)	5.8% (31)	21.5% (114)	71.2% (378)	100.0% (531)
General	15.1% (170)	20.1% (227)	31.3% (353)	33.5% (378)	100.0% (1128)
	8.8% (201)	15% (343)	30.4% (696)	45.8% (1048)	

Chi-square = 295.773 with 9 degrees of freedom (p = .0000)

Eta = .339

Table 2

CROSSTABULATION OF TYPE OF CURRICULUM BY
INFORMATION AVAILABLE (NEWSPAPERS, MAGAZINES, LIBRARY CARD)
AT AGE 14 FOR THOSE WHO HAVE AT LEAST GRADUATED FROM HIGH SCHOOL

	No Information Available	One Source out of three Available	Two Sources out of three Available	Three sources out of three Available	
Vocational	10.8% (4)	16.2% (6)	37.8% (14)	35.1 (13)	100% (37)
Commercial	1.9% (9)	11.7% (55)	36.2% (170)	50.1%(235)	100% (469)
College Prep	1.2% (6)	4.8% (24)	21.4% (106)	72.5%(359)	100% (495)
General	9.6% (65)	15.9% (107)	32% (216)	42.5% (287)	100% (675)
	5% (84)	11.5% (192)	30.2% (506)	53.3% (894)	100%

Chi-Square = 157.39 with 9 degrees of freedom (p = 0)

Cramers V = .176

Eta = .28

Table 3

CROSSTABULATION OF TYPE OF CURRICULUM BY
INFORMATION AVAILABLE (NEWSPAPERS, MAGAZINES, LIBRARY CARD)
AT AGE 14 FOR THOSE WITH LESS THAN HIGH SCHOOL GRADUATION

	No Information Available	One Source out of three Available	Two Sources out of three Available	Three sources out of Three Available	
Vocational	19% (4)	19% (4)	28.6% (6)	33.3% (7)	100% (21)
Commercial	5.9% (6)	19.6% (20)	38.2% (39)	36.3% (37)	100% (102)
College Prep	5.6% (2)	19.4% (7)	22.2% (8)	52.8% (19)	100% (36)
General	23.2% (105)	26.5% (120)	30.2% (137)	20.1% (91)	100% (453)
	19.1% (117)	24.7% (151)	31.0% (190)	25.2% (154)	

Chi-square = 42.89 with 9 degrees of freedom (p = .0000)

Cramer's V = .15

ETA = .247

About 75% of the sample had at least two of three sources of information available at age 14. However, students in the college prep track were twice as likely to as either vocational or general students to have had all the sources available to them. Conversely, vocational and general students were more likely than their commercial or college prep counterparts not to have had any such reading material available at age 14. Tables 2 and 3 indicate that this general pattern holds for both subgroups - high school graduates and high school dropouts.

Mothers' Education Level. The second socioeconomic indicator, mothers' educational level (MEL), also revealed differences among the curricular groups (see Table 4). In over half (58.3%) of the sample, respondents' mothers had less than a high school degree. Mothers of vocational students, when compared with mothers of students in the other curricular programs were more likely not to have completed high school, as reported by the respondents. In contrast, 66% of the academic students' mothers had at least graduated from high school, whereas only 19% of the vocational students' mothers were in that category.

Tables 5 and 6 present the results for high school graduates and drop-outs separately. It is interesting to note that nearly 80 percent of the young women who did not graduate from high school had mothers who also did not graduate. Based on this data, the level of the mother's education is related to whether a young woman finishes high school.

Table 4

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S MOTHERS EDUCATION ATTAINMENT

	Less Than 9th Grade	Some High School	High School Graduate	Some Higher Education	
Vocational	52.1% (25)	29.2% (14)	14.6% (7)	4.2% (2)	100% (48)
Commercial	31.8% (159)	28.4% (142)	35.6% (178)	4.2% (21)	100% (500)
College Prep	16.2% (79)	17.6% (86)	43.6% (213)	22.7% (111)	100% (489)
General	42.7% (409)	25.9% (248)	26.1% (250)	5.2% (50)	100% (957)
	33.7% (672)	24.6% (490)	32.5% (648)	9.2% (184)	100%

Chi-square = 251.428 with 9 degrees of freedom (p = .0)
Cramer's V = .205

Table 5

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S MOTHERS EDUCATION FOR THOSE WHO HAVE
COMPLETED HIGH SCHOOL

	Less than 9th Grade	Some High School	High School Graduate	Some Higher Education	
Vocational	51.6% (16)	25.8% (8)	22.6% (7)	0% (0)	100% (31)
Commercial	33.3% (133)	26.1% (104)	36.8% (147)	3.8% (15)	100% (399)
College Prep	22.2% (48)	19% (41)	46.8% (101)	12% (26)	100% (216)
General	40.2% (210)	23.8% (124)	31.4% (164)	4.6% (24)	100% (522)
	34.8% (407)	23.7% (277)	35.9% (419)	5.6% (65)	100%

Chi-square = 52.865 with 9 degrees of freedom (p = .000)
Cramer's V = .123

Table 6

CROSSTABULATION OF TYPE OF CURRICULUM BY RESPONDENT'S MOTHERS EDUCATION FOR THOSE WHO DID NOT GRADUATE FROM HIGH SCHOOL

	Less Than 9th Grade	Some High School	High School Graduate	Some Higher Education	
Vocational	56.3% (9)	37.5% (6)	0% (0)	6.3% (1)	100% (16)
Commercial	26.6% (21)	40.5% (32)	30.4% (24)	2 (2)	100% (79)
College Prep	35.7% (10)	35.7% (10)	25% (7)	3.6% (1)	100% (28)
General	52.1% (183)	29.3% (103)	16.2% (57)	2.3% (8)	100% (351)
	47% (223)	31.9% (151)	18.6% (88)	2.5% (12)	100%

Chi-square = 24.49 with 9 degrees of freedom (p = .0036)
Cramer's V = .131

Education, Training, and Experience

Additional Education. Approximately three-fourths (73.2%) of those not enrolled in 1968 had completed at least a high school education; the other fourth had dropped out. Sixty-three percent of the vocational students completed at high school. However, the pattern of persistence in school is different for the four curricular programs. (See Table 7). Students in the vocational track were less likely than general track students, but more likely than those in academic or commercial programs to have dropped out before completing high school. College prep students were more likely than all other students to have had at least some post-secondary education.

Other Vocational Training. One-fourth (25.1%) of the young women not enrolled in school in 1968 had taken other vocational training. Of these, vocational students were least likely to have had such training (See Table 8). Separate analysis for high school dropouts and high school graduates indicated, however, that for graduates, there is no difference among curricular groups with respect to obtaining other vocational training. But for dropouts, vocational students were as likely as general students, more likely than those in academic programs, but less likely than commercial students to take other vocational training (See Table 9 and 10).

Extra Curricular Activities. Vocational students were not as likely to have participated in extra-curricular activities as their peers in other curricula. Table 11 illustrates this difference in participation. Vocational students were least likely to have participated in extra-curricular activities among all the curricula studied.

Table 7

CROSSTABULATION OF TYPE OF CURRICULUM BY
EDUCATIONAL ATTAINMENT OF RESPONDENT

	Less than 9th Grade	Some High School	High School Graduate	Some Post-Secondary	College Graduate +	
Vocational	0% (0)	36.2% (21)	62.1% (36)	1.7% (1)	0% (0)	100% (58)
Commercial	.5% (3)	17.3% (99)	78.1% (446)	3.5% (20)	.5% (3)	100% (571)
College Prep	0% (0)	6.8% (36)	43.5% (231)	29.4% (156)	20.3% (108)	100% (531)
General	3% (34)	37.1% (419)	51.7% (583)	6.6% (75)	1.5% (17)	100% (1128)
	1.6% (37)	25.1% (575)	56.6% (1296)	11.0% (252)	5.6% (128)	100%

X^2 = 733.166 with 12 degrees of freedom (p = .0000)

Cramers V = .33

Table 8

CROSSTABULATION OF TYPE OF CURRICULUM
BY OTHER VOCATIONAL TRAINING

	Had no other vocational training	Had other vocational training	
Vocational	80.7% (46)	19.3% (11)	100.0% (57)
Commercial	70.5% (401)	29.5% (168)	100.0% (569)
College Prep	69.1% (366)	30.9% (164)	100.0% (530)
General	79.6% (897)	20.4% (230)	100.0% (1127)
	74.9% (1710)	25.1% (573)	100.0%

Chi-square = 29.77 with 3 degrees of freedom (p=.0000)

Cramers V = .114

Table 9

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S AQUISITION OF OTHER VOCATIONAL TRAINING FOR
THOSE WITH LESS THAN HIGH SCHOOL GRADUATION (DROPOUTS)

	No	Yes	
Vocational	90% (18)	10% (2)	100% (20)
Commercial	79.2% (80)	20.8% (21)	100% (101)
College Prep	91.7% (33)	8.3% (3)	100% (36)
General	90% (407)	10% (45)	100% (452)
	88.3% (538)	11.7% (71)	100%

Chi-square = 9.893 with 3 degrees of freedom (p = .0195)
Cramer's V = .127

Table 10

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S AQUISITION OF OTHER VOCATIONAL TRAINING FOR
THOSE WHO HAVE AT LEAST GRADUATED FROM HIGH SCHOOL.

	NO	YES	
Vocational	75.7% (28)	24.3% (9)	100% (37)
Commercial	68.6% (321)	31.4% (147)	100% (468)
College Prep	67.4% (333)	32.6% (161)	100% (494)
General	72.6% (490)	27.4% (185)	100% (675)
	70% (1172)	30% (502)	100%

Chi Square = 4.752 with 3 degrees of freedom (P=.1909)
Chamer's V = .053

Table 11

CROSSTABULATION OF TYPE OF CURRICULUM
BY EXTRACURRICULAR ACTIVITIES

	Did not participate in extra curricular activities	Did participate in extra-curricular activities	
Vocational	51.8% (29)	48.2% (27)	100.0% (56)
Commercial	38.7% (209)	61.3% (331)	100.0% (540)
College Prep	20.6% (54)	79.4% (208)	100.0% (262)
General	47.2% (470)	52.8% (525)	100.0% (995)
	41.1% (762)	58.9% (1091)	100.0%

Chi-square = 64.82 with 3 degrees of freedom (p = .0000)

Cramer's V = .187

Occupational Status

Significant differences were found among the curricular groups with respect to the type of occupation in which they were engaged between 1968 and 1973. Vocational women were most likely to have jobs which can be categorized as craftswomen, forewomen, operatives, and related types. They were more likely than their counterparts in non-vocational curricula to be in these occupations. The second most common occupational group for vocational women was service workers (not private household). They were more likely than either commercial or college prep students to participate in these occupations.

Although vocational women did enter clerical occupations, they were least likely to do so of all the students. Commercial students were more likely than any of the other students to be in these positions. However, while the most likely occupations for students from the academic curricula were in the clerical group, they were nearly five times as likely as any of the other students to have jobs of a professional, managerial or related nature. These relationships generally hold for all the five years. (See Table 12).

Plans and Aspirations

Desire Additional Education. While 80 percent (See Table 13) of the sample desired additional education, there were differences among the four groups. Vocational students were more likely than those in the commercial track but less so than those in academic or general programs to express such a desire.

Separate analysis of the drop-out and the high school graduates revealed that this relationship was not statistically significant for the drop-outs but remained so for the graduates. Tables 14 and 15 report these findings.

Table 12

CROSSTABULATION OF TYPE OF CURRICULUM BY EMPLOYMENT STATUS AS OF 1968

	1	3	4	6	7	8	10	
Vocational	5.8% (3)	15.4% (8)	9.6% (5)	36.5% (19)	5.8% (3)	23.1% (12)	3.8% (2)	100% (52)
Commercial	3.4% (18)	65.2% (347)	6.4% (34)	11.7% (62)	2.4% (13)	10.2% (54)	.8% (4)	100% (532)
College Prep	28.9% (145)	43.8% (220)	5.4% (27)	5.8% (29)	2.6% (13)	12.9% (65)	.6% (3)	100% (502)
General	5.6% (57)	27.4% (276)	5.6% (57)	24.9% (251)	8.7% (88)	24.4% (246)	3.4% (34)	100% (1009)
	10.6% (223)	40.6% (851)	5.9% (123)	17.2% (361)	5.6% (117)	18% (377)	2.1% (43)	100%

Chi-Square = 538.63 with 18 Degrees of freedom (p = 0)

Cramer's V = .29

Table 13

CROSSTABULATION OF TYPE OF CURRICULUM BY
EDUCATIONAL ASPIRATIONS

	Desire no further education	Desire additional education	
Vocational	19.3% (11)	80.7% (46)	100% (57)
Commercial	25.8% (146)	74.2% (419)	100% (565)
College Prep	14.6% (60)	85.4% (350)	100% (410)
General	18.8% (207)	81.2% (895)	100% (1102)
	19.9% (424)	80.1% (1710)	100%

X^2 = 20.54 with 3 degrees of freedom (p = .0001)

Cramer's V = .098

eta = .098

Table 14

CROSSTABULATION OF TYPE OF CURRICULUM
BY RESPONDENT'S DESIRE FOR MORE EDUCATION FOR
THOSE WITH LESS THAN HIGH SCHOOL GRADUATION (DROPOUTS)

	No	Yes	
Vocational	9.5% (2)	90.5% (19)	100% (21)
Commercial	20.6% (21)	79.4% (81)	100% (102)
College Prep	11.4% (4)	88.6% (31)	100% (35)
General	14.9% (67)	85.1% (383)	100% (450)
	15.5% (94)	84.5% (514)	100%

Chi - square = 3.166 with 3 degrees of freedom (p = .367)

Cramers V=.072

Table 15

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S DESIRE FOR MORE EDUCATION FOR THOSE
WHO HAVE AT LEAST GRADUATED FROM HIGH SCHOOL

	No	Yes	
Vocational	25% (9)	75% (27)	100% (36)
Commercial	27% (125)	73% (338)	100% (463)
College Prep	14.9% (56)	85.1% (319)	100% (375)
General	21.5% (140)	78.5% (512)	100% (652)
	21.6% (330)	78.4% (1196)	100%

Chi-square = 18.044 with 3 degrees of freedom (p=.0004)

Cramer's V = .109

Future Aspirations. To determine the aspirations of the young women, the 1968 survey asked the respondents what they anticipated doing in the future. Specifically, each respondent was asked to indicate what they expected to be doing at age 35. More than half of the young women (54.4%) reported that they expected to be married, keeping a house or raising a family at age 35. Just less than a third planned to be working at either the same or different job (Table 16).

Differences among the four curricular groups with respect to their plans to be working at age 35 were significant. Thirty-one percent of the vocational students, 26.7% of the commercial students, 30.8% of the academic students, and 33.7% of the general students expected to be working at age 35.

Separate analyses for drop-outs and graduates revealed no differences for the high school drop-outs in their future aspirations (See Table 17). However, the differences for graduates were significant and followed the same general pattern as the total sample (See Table 18).

Discussion

Several generalizations arise as a result of the analysis of this data. Vocational young women are different in many ways from their non-vocational counterparts.

From a socioeconomic perspective, these young women were less likely to have abundant reading materials available in their homes when they were age 14. Additionally, the educational level of mothers of vocational women is more likely to be less than that of their peers' mothers. Availability of information indicators for the different types of students support the contention that the different curricula serve students from differing

Table 16

CROSSTABULATION OF TYPE OF CURRICULUM
BY PLANS FOR AGE 35

	Working Different Job	Working Same Job	Married Keeping House	Other	Don't Know	
Vocational	29.3% (17)	1.7% (1)	56.9% (33)	0% (0)	12.1% (7)	100.0% (58)
Commercial	20.7% (118)	6.0% (34)	62.0% (354)	1.9% (11)	9.5% (54)	100.0% (571)
College Prep	24.8% (131)	6.0% (32)	60.5% (320)	2.5% (13)	6.2% (33)	100.0% (529)
General	26.9% (303)	6.8% (77)	53.7% (605)	1.7% (19)	10.9% (123)	100.0% (1127)
	24.9% (569)	6.3% (144)	57.4% (1312)	1.9% (43)	9.5% (217)	100.0%

Chi-square = 25.606 with 12 degrees of freedom (p=.0122)
Cramer's V = .06

Table 17

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S PLANS FOR AGE 35 FOR THOSE WITH LESS THAN HIGH SCHOOL GRADUATION

	Working Different Job	Working same job	Married Keeping House	Other	Don't Know	
Vocational	28.6% (6)	4.8% (1)	61.9% (13)	0% (0)	4.8% (1)	100% (21)
Commercial	30.4% (31)	2.9% (3)	52.9% (54)	0% (0)	13.7% (14)	100% (102)
College Prep	36.1% (13)	0% (0)	44.4% (16)	2.8% (1)	16.7% (6)	100% (36)
General	29.4% (133)	5.5% (25)	50.3% (228)	1.5% (7)	13.2% (60)	100% (453)
	29.9% (183)	4.7% (29)	50.8% (311)	1.3% (8)	13.2% (81)	

Chi-Square = 8.297 with 12 degrees of freedom (P=.7615)

Cramer's V = .067

Table 18

CROSSTABULATION OF TYPE OF CURRICULUM BY
RESPONDENT'S PLANS FOR AGE 35 FOR THOSE WHO HAVE AT LEAST
GRADUATED FROM HIGH SCHOOL

	Working Different Job	Working Same Job	Married Keeping House	Other	Don't Know	
Vocational	29.7% (11)	0% (0)	54.1% (20)	0% (0)	16.2% (6)	100% (37)
Commercial	18.6% (87)	6.6% (31)	64% (300)	2.3% (11)	8.5% (40)	100% (469)
College Prep	23.9% (118)	6.5% (31)	61.7% (304)	2.4% (12)	5.5% (27)	100% (493)
General	25.2% (170)	7.7% (52)	55.9% (377)	1.8% (12)	9.3% (63)	100% (674)
	23.1% (386)	6.9% (115)	59.8% (1001)	2.1% (35)	8.1% (136)	

Chi-square = 23.373 with 12 degrees of freedom (p = .0247)

Cramer's V = .068

socioeconomic backgrounds. This supports a general idea that vocational education (for all sexes) is over-represented with students from lower socioeconomic levels.

Vocational women students were found to be less likely than students in the general curriculum, albiet more likely than those in the academic and commercial tracks to drop out before high school graduation. This finding seems to be a positive indication for young women since those who complete the academic, commercial, or vocational programs theoretically have skill (s) to offer in the labor market. General students supposedly do not have specific skills to offer. It would appear that the interest of young women would be better served by moving students from the general track into one of the other curriculum choices.

Young women enrolled in vocational programs were less likely to express a desire for additional education than the academic or general students. It does appear that vocational students and commercial students perceive high school as the termination of their educational experience, hence, they enter the labor market or as we will see later, become non-gainfully employed.

Over half of the young women reported in 1968 that they expected to be married, keeping house, and raising a family when they were 35. And, regardless of the curriculum chosen, the majority of the women in this sample expect to be working in the home at age 35. This finding raises questions concerning the long term employment benefits of vocational training and training received from other curricula as well. One could surmise that young women expect to use their training for short-term purposes only, then become married and raise their family. Recent data on the number of young women returning to the labor market suggests that women tend to raise their families then return to the labor market. Current data is sketchy as to whether these returning women utilize former training in obtaining post-family employment.

The types of jobs taken by vocational women was understandable due to the sample studied. One would expect the vocational student to be employed in craftsman and operatives jobs. A most interesting result, however, was that vocational women were least likely to enter clerical occupations. The distinction between vocational business and commerical curricula appears important in this light. Finally, the differences between women from non-academic curricular and those who were in such curricular were marked with respect to the obtaining of managerial or professional occupations.

Summary

Young women in vocational curricula do differ in many aspects from young women in other curricula. The present findings also indicate that they appear to differ from vocational students in general (including men) based upon other research characterizing the vocational student. They are not equally likely as their non-vocational counterparts to seek or obtain other vocational training subsequent to their high school training. Nor do they appear to obtain the same kinds of jobs within a few years after graduation.

It seems that a certain characteristic young woman receives vocational training. Several questions then arise: Does vocational education attract women with these characteristics? Does our educational system direct women of these characteristics toward vocational training? Why doesn't vocational education have a different mix of women enrollees?

As usual, more questions are raised than answered. This research contributes to a better understanding of the patterns of education of young women. The challenge still remains in how to see that all students have equal opportunity to develop to the fullest extent they wish.

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